

Economics in the Geography of South Carolina

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Overview

Students will be introduced to, or given the opportunity to review, several basic economic concepts through the use of various thematic content maps and discussion questions.

Connection to the Curriculum

Economics

South Carolina Social Studies Academic Standards

- 8-7.1 Summarize the significant aspects of the economic growth experienced by South Carolina during and following World War II, including the contributions of Governor Strom Thurmond in promoting economic growth; the creation of the State Development Board and the technical education system; the benefits of good road systems, a sea port, and the Savannah River site; and the scarcity of labor unions.
- 8-7.2 Provide examples of the expanding role of tourism in South Carolina's economy, including the growth of resorts and development along the coast and the expanding transportation systems that allowed greater access to recreational sites.
- 8-7.5 Explain the economic impact of twentieth century events on South Carolina, including the opening and closing of military bases, the development of industries, the influx of new citizens, and the expansion of port facilities.

Social Studies Literacy Elements

- F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?
- G. Make and record observations about the physical and human characteristics of places
- I. Use maps to observe and interpret geographic information and relationships
- P. Locate, gather, and process information from a variety of primary and secondary sources including maps
- S. Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents, and interviews

Time

One fifty-minute class period.

Grade Range

Grade 8

Materials Needed

SC: *An Atlas*

South Carolina Landform Regions Poster or Map

Class set of blank South Carolina outline maps

Optional: SCIG CD-ROM and computer

Objectives

1. Participate in a class discussion on economic concepts in relation to South Carolina.
2. Generate physical characteristics of each South Carolina Landform Region.
3. Discover the relationships between resources, locations, and economics.

Suggested Procedures

1. Place the "Landform Regions of South Carolina" poster at the front of the room. Have the students brainstorm what they think are the PHYSICAL characteristics of each region. Write the name of each landform region on the board and list the characteristics that the students decide describe each one.
2. Now ask the students to brainstorm ideas about the different activities, agricultural practices, economic resources, cultural traits, industrial developments, recreational opportunities, educational institutions, etc. that can be found in South Carolina. List these on the board separately from the physical characteristics.
3. Give each student a blank outline map of South Carolina. Instruct the students to place some, or all, of the items listed in Procedure #2 on the map where they think they belong or are located. Also ask them to include any additional ones that they may think of while completing the exercise.
4. While they are doing this, ask them some leading questions that should help them focus their efforts and get them to think instead of just placing items randomly around the state. For example: Where do you think the major railroad track routes in the state should be? Where do you think most of the interstates are? Where are most of the cities? Farms? Forests?
5. After you have given the students a few minutes to finish this assignment, compare their maps with the overhead maps that show some of this information. Use the overhead maps of Rivers of South Carolina, South Carolina Interstates, Metropolitan Statistical Areas 1990, and Percent Land in Farms 1997. While comparing the maps, ask the students open-ended questions that will facilitate the introduction and discussion of specific economic concepts.
6. Some example question and discussion topics follow, however, these are obviously not the only questions or topics that may be asked and/or covered. Depending on your own imagination and desired outcome, this lesson can easily be tailored to fit a wide variety of economic concepts as well as other subject matter.

Discussion Questions and their Corresponding Economic Concepts

A. *SCARCITY*: (The fact that all items are only available in limited supplies)

- What are some of the site-specific activities that you placed on your map?
(Ex. Snow skiing, Surf Fishing, Mountain climbing, Black water canoeing)
- Can these things be done anywhere in the state or just in particular places.
- What do we call it when there is not enough of a particular item to meet everyone's needs?
- Are there enough mountains in South Carolina for everyone to go rock climbing?
- Are there enough beaches?
- Elaborate as you feel necessary to explain / reinforce the concept.

B. *OPPORTUNITY COST / TRADE-OFFS*: (The idea that by choosing one thing, you lose the chance to do another. However, by choosing one, we get the chance to utilize everything that goes along with that decision.)

- If you go to the beach, can you go to the mountains at the same time?
- Can you spend a moment of your time in two places at the same time?
- If you had a five-dollar bill, could you choose to spend that five dollars buying sand at the beach and at the same time buy five dollars worth of rocks in the mountains?
- If both items were in the same store, could you buy both of them at one time with that single five-dollar bill?
- Elaborate as you feel necessary to explain / reinforce the concept.

C. *ECONOMIC SYSTEMS*: (The fact that different regions may depend on vastly different, and area specific, activities to be the driving forces of their economy.)

- Do each of the regions have the same type of major economic activity?
- Why would the different regions have different types of economies?
- In which of the regions would you expect tourism to be the single largest economic activity?
- In which region would you expect agriculture to be the largest?
- What about timber?
- Elaborate as you feel necessary to explain / reinforce the concept.

D. *ECONOMIC INCENTIVES*: (Specifically, the incentive to utilize specific resources and meet existing demands.)

- Why would Myrtle Beach hold a sand castle building competition?
- Why might a community located in the Inner Coastal Plain want to have a harvest festival?
- If you were going to open a barbecue restaurant in the town that you live in, what type of barbecue would you sell?

E. *INCOME DISTRIBUTION*: (The idea that people living in different areas might experience dissimilar monetary needs and incomes.)

- Given the different economic activities and institutions of the various regions, would you expect there to be a difference in the cost of living for the different regions?
- Where would you expect it to be higher? Why?
- Where would you expect it to be lower? Why?
- What effect would you expect this difference to have on employee wages for the various regions? Why?

F. MARKETS AND PRICES: (How region, season, and climate can affect the market for, and prices of, certain economic factors.)

SUPPLY AND DEMAND: (The fact that both the amounts offered for sale and the amounts that consumers want may fluctuate for any number of reasons.)

- Do you think that there is a time of year when the economy in each region peaks?
- Do you think that all regions experience this peak at the same time? Why or why not?
- Do you think that identical activities would peak at the same time in each region?
- If that is the case, explain why the markets for a product in one region would be different from the market for the exact same product in a different region.
- How could such a difference in the markets affect prices for this product in each of the regions?
- Over the period of one year, do you think that the demand for access to golf courses is the same in the mountains as it is at the beach? Why?
- What do you think might cause a change in the demand for golf access at the beach?
- What effect do you think this decrease in demand would have on prices?
- What effect would you expect this to have on the supply of golf access?
- What might you expect to happen to demand and prices for golf access in the mountains at the same time? Why?
- Elaborate as you feel necessary to explain / reinforce the concept.

Suggested Evaluation

Since this is an introduction or review activity, a test may not be warranted. However, a short quiz that asks the students to explain each of the economic concepts discussed and provide a geographic example of each would be appropriate.

Lesson Extensions

1. Ask the students to come up with additional economic / geographic examples that were not specifically mentioned in class. This would be a good exercise to reinforce the learning and allow the teacher to check for thorough understanding of each concept.
2. The SCIG CD-ROM has numerous examples of the concepts discussed in this lesson. Allow the students to search the CD-ROM for examples of each economic concept.

Resources

South Carolina: An Atlas

Produced and distributed by the South Carolina Geographic Alliance
1-888-895-2023
www.cas.sc.edu/cege